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ABSTRACT

The career education guide, designed to supplement existing curriculum at the primary level, suggests and outlines a developmental program of followup activities which can be implemented by teachers within the existing framework of the school. The career related materials can be developed with suggested activities and materials designed to: promote the student's understanding of himself and others; provide occupational information; explore the world of work; and assist the student in finding out about himself as partial preparation for decision-making. Five major personal and world-of-work related goals, each one having several objectives, are presented for kindergarten and grades 1 and 2 with numerous career related activities, needed resources, and evaluation/outcome for each objective. The academic area or unit of study with which the activities could be coordinated is indicated where appropriate. A listing of audiovisual materials and sources, sources of career and occupational information listed by occupational area, field trip procedures, and lists of locally available guest speakers and field trip sites conclude the volume. (Author/NH)

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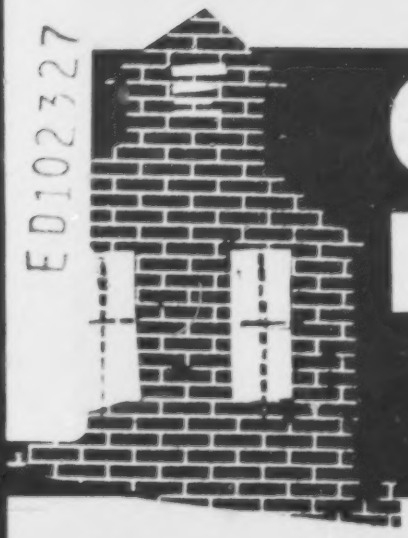

CAREER EDUCATION

Learning with a Purpose

ELEMENTARY K-2 GUIDE

- Career Related Activities
- Audio - Visual Material
- Sources of Career and Occupational Information
- Field Trip Sites and Guest Speakers

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

CAREER EDUCATION PROJECT
STATE FAIR COMMUNITY COLLEGE
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ACKNOWLEDGMENTS

This guide represents the efforts and assistance of many people. Special appreciation is expressed to the designated elementary participants which provided expertise and information for the development of this guide.

The guide was developed by counselors and teachers in four one-day workshops and is designed for use as an aid in providing career development activities for elementary teachers in grades K-2. Funds for the development of the guide were provided through a Federal Grant under the provisions of Part D of Public Law 90-576.

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FOREWORD

This Guide is designed to supplement the existing curriculum at the primary level.

It is further the purpose of this Guide to suggest and outline a developmental program of follow-up activities, instead of adding to the curricula of the primary grades and can be implemented within the existing framework of the school. The career related materials can be developed with suggested activities and materials designed to (1) promote the student's understanding of himself and others, (2) provide occupational information, (3) explore the world of work and (4) assist the student in finding out about himself as part of the preparation for decision making. In essence, it may be said that such a developmental program at the primary level is designed to help the student recognize that educational experiences are a means of achieving life goals.

This compilation of ideas, sample activities, and other information can been done with the desire and hope that it can serve a useful purpose in the hands of classroom teachers, counselors, career education leaders and school administrators.

Robert L. Brown
Elementary Specialist
State Fair Community College
Career Education Project

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The activities included in this guide may be adapted for use in any subject area, however, some of the activities lend themselves for use more readily than others to a certain subject area. The format used for this activity guide attempts to point out suggested areas for specific usage. Activities for kindergarten and set up in Science Corner, Community, The World About Us, Interest Centers suggest various subject areas.

Kindergarten and grade one teachers should be just aware at the beginning of each section. Study the teachers group-set activities, stating the specific objectives to be met in each page.

Listed with many activities are resource materials. Have again, these items and service suggestions and do not have to be used specifically.

Each included on each page is a unique activities Evaluation/Exercise. This space is intended to be used for indicating a desired outcome for each activity. It is felt that many times the best outcomes from a particular activity are not measurable. Therefore, this could be included as that accommodates objectives could be used with this guide.

KINDERGARTEN

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1. [illegible]

2. [illegible]

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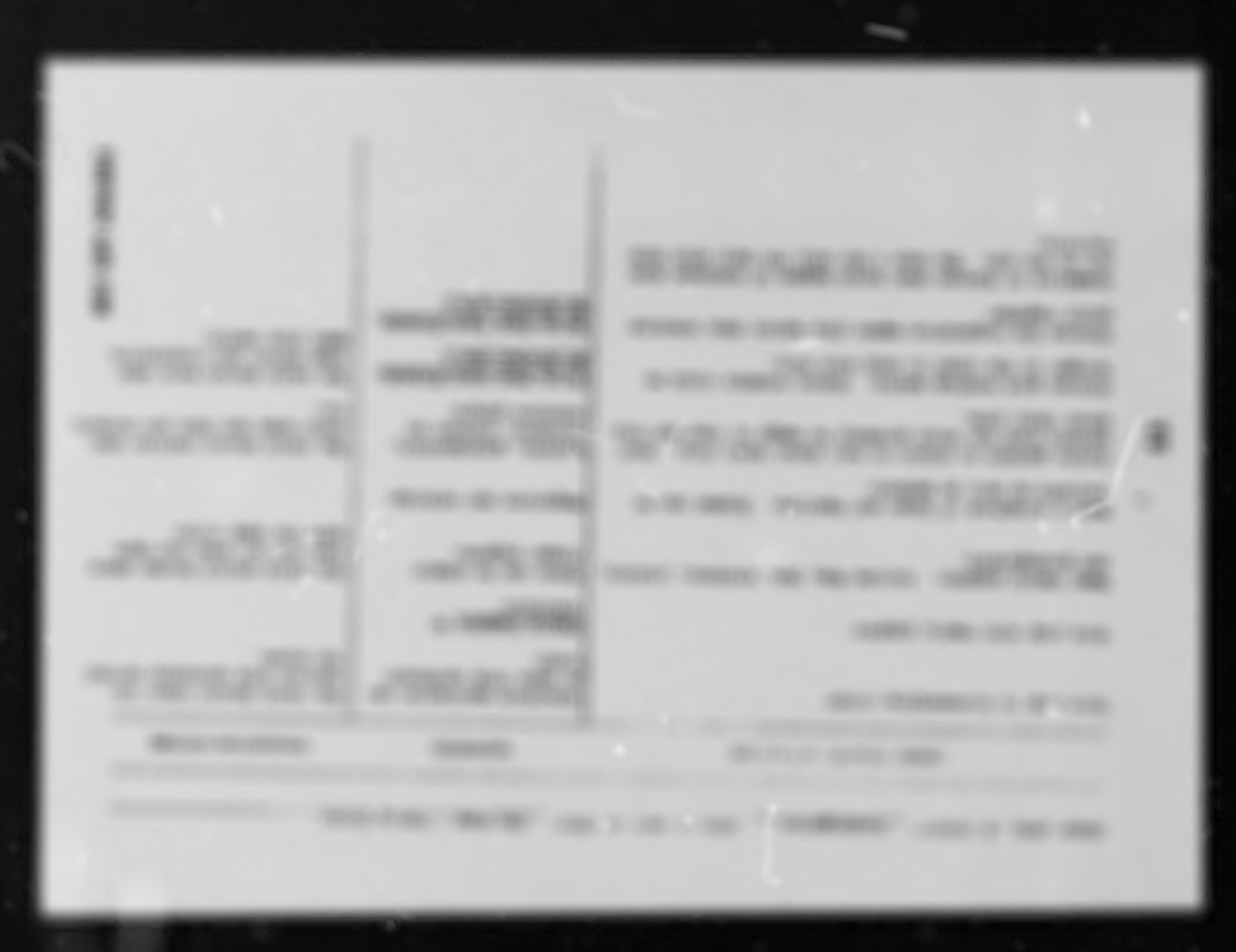

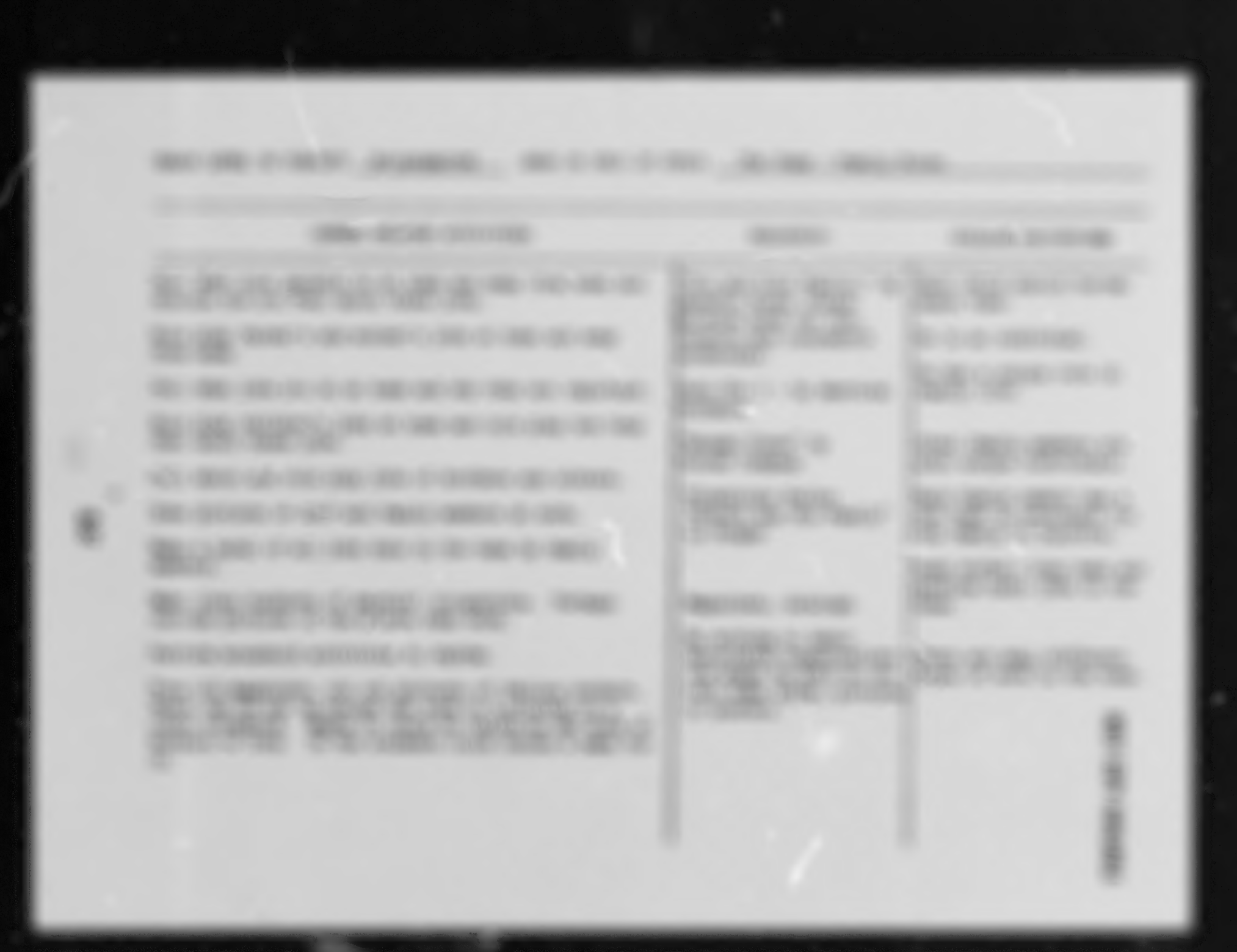

GRADE LEVEL OR SUBJECT Kindergarten AREA OR UNIT OF STUDY The Home - Self-Awareness

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Make "This is Me" booklets (My Hands, My Feet, etc.)	"The Most Important Person" Series	The child should be aware that each person is different.
Make "My Favorite Things" booklets (My favorite color, food, animal, clothes, song, day, game, etc.)	"The Kingdom of Could Be You" Series by Encyclopedia Britannica Educational Corporation	The child should realize that individuals have their own individual likes and dislikes.
Model self and family members from clay.		
Trace around child on large paper-color or paint features. If paper is not available, go to P.T.A. for support. Many times newspaper offices will provide some paper for special projects.	Books, How I Feel, Children's Press	The child should understand that everyone is shaped differently and through understanding he can more easily accept himself.
Make mural of actual hand or footprints by tracing or apply in paint to hands and feet. This can help students see that everybody really is different.		
Explain, role play or draw how the child would feel about or react to various home or job situations.	"How Do You Feel? Hats" by Trend Enterprise	The child should become aware that people react differently to situations.
Use songs, poems, mirrors, anything available to develop physical body awareness.		The child should realize every person is different and that no one is alike.

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GRADE LEVEL OR SUBJECT Kindergarten AREA OR UNIT OF STUDY The School

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Discuss the following school workers: Principal — Deliveryman Superintendent — Custodian Counselor — Secretary Teacher — Bus Driver School Nurse — Student Librarian — Cook Visit each school worker in each work area After the visits, have the children try to recall the names of the people they met and what kinds of work they did. Have some of the school helpers come in and talk to the children about why they chose their jobs and how they prepared for them. These school workers are usually willing to help out and the kids usually love them. Role playing - Have the children pretend they are in different areas of the school--the principal's office, the nurse's office, the custodian's room, etc. Each child can play a role appropriate to the area. Have the children draw or paint portraits of the various school helpers.	School grounds and employees Picture packet of school workers (Allyn & Bacon, Inc.) School and School Helpers - David C. Cook Publishing Company (12 teaching pictures and 12 resource sheets) I Want To Be Series from Children's Press Filmstrips "Our School" EBE, "School Helpers" EBE, "School Courtesy" EBE Make-shift rooms or offices can be made from cardboard boxes.	Each child should learn who the school helpers are and what they do. Each child should know that it takes many workers to operate a school Each child should learn that work is divided among various persons. Each child should learn that people help one another. Each child should be able to identify and remember school workers by name. The child should know that many workers come to the school to work.

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GRADE LEVEL OF SUBJECT Kindergarten AREA OR UNIT OF STUDY The School

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Have the children draw or paint pictures of familiar school facilities--building, playground, equipment, rooms, etc. Tour the school for special places such as exits, auditorium, etc. Make experience charts about school workers and illustrate Make classroom helper chart	If paper is not available, go to the printer's office or the newspaper office. They will usually help out. They might even get a few pictures in the paper.	The child should know that there are many different types of jobs at school.
"Who Am I" Game - Have one child describe a school worker and other children guess the one being described		Each child should learn that cooperation makes a job easier.
Make greeting cards for the school workers at appropriate times	Camera (Polaroid)	
Make bulletin board of school helpers (drawings; snapshots)	Filmstrip "Manners at School" Many companies offer films in this area.	Each child should learn to practice correct behavior in the school room, in the halls, and on the playground.
Discuss student's role in school such as taking turns, sharing, being courteous, helpful, dependable, taking care of the school property, etc.	The Duso I Kit can be used with props for role playing. It has many excellent problem situations.	
Plan a special work project such as picking up trash from playground		
Use appropriate times to role play desirable and undesirable school behavior		

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GRADE LEVEL OR SUBJECT Kindergarten AREA OR UNIT OF STUDY Community I

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Bulletin board of tools people use in their jobs a. Have children draw and cut out tools b. Make collage of tools	More About Books Children's Press "People Who Run Your City" "Helpers Who Work at Night"	The child should become aware that the community involves many kinds of workers.
Observe Fire Prevention Week a. By having fireman come to class to talk b. Discuss how to put out fires c. Show how to use fire extinguisher	Find safety devices-fire extinguishers, exits and bells.	The child should become aware that their parents are part of the community workers.
Participate in fire drill		
Teach fire prevention songs	"Smokey the Bear" Conservation Department	The child should know that some people work with tools.
Make picture and storybooks on community workers		
Watch milkman deliver milk to school. He would probably be willing to come in and talk to class for a couple of minutes about milk and his job.	"What I Want To Be From A to Z" by American Council, Chicago, IL	The child should learn that some workers build things while some workers provide services.
Set up a post office and store in classroom, using big cardboard boxes		
Observe or discuss helpers who give service or repair things	Books: I Want To Be, Children's Press What Happens, Reilly and Lee Books, Henry Regnery Company Come To Work With Us, Houghton Mifflin, Children's Press	The student should know that many workers do not work with tools or do not build things.
Observe or discuss men who build things. If a new house or building is going up, take the children out to observe for a short time.		

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CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Role building with blocks Find out about professional men a. Have parents who are professional people come in and talk to class b. Take a field trip to a professional office and have a professional person talk to the class		

GRADE LEVEL OR SUBJECT Kindergarten AREA OR UNIT OF STUDY Community II

UNIT RELATED ACTIVITIES	RESOURCES	EVALUATION/METHODS
Make puppets to represent the various community workers	Community Helper Posters	The student will develop an understanding of the various types of workers in his community.
Use role playing games to examine the types of work in the community	Tim and Others, Benefic Press	
Use resource people to come into the classroom to tell about their jobs and the tools and equipment they use	Who Helps Us Filmstrips	The student will understand that many different types of jobs are necessary in his community.
Read stories about many of the types of jobs that cannot be visited	The Fire Department The Police Department The Supermarket The Bakery The Laundry Dry Cleaner The Service Station The Dentist The Dairy The Library The Post Office	
Show films and filmstrips that concern or involve community helpers		The student should learn about the size and shape of his community.
Make a bulletin board of community map		
Take a walk around the community and the neighborhood shopping areas	Park, fire station, post office, grocery, department store, court house, filling station, dentist office, library--story hour	The student should become familiar with the community around him.
Make hats of community workers: fire hats, bakers		
Field trips can be taken in immediate community to provide students with an awareness of their own surroundings.		

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GRADE ONE

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[illegible] The student shall explain the personal attributes and behaviors necessary to work in the information science and computing industry.

1. The instructor will identify the components and key concepts in the information science and computing industry.
2. The student will identify and discuss the various ways one could contribute to the advancement of computing technology.
3. The instructor will identify employers seeking these information science skills in the marketplace and discuss the various ways curriculum will be delivered.
4. The instructor will identify the most appropriate way of communicating information in a given situation.
5. The student will participate in various activities which will help in mastering competencies.
6. The student will discuss what he learns about himself as a result of engaging in these job tasks.

[illegible] The student shall demonstrate the knowledge that each individual has a set of values unique to him.

1. The instructor will lead class in group discussions and techniques for personal goals.
2. The instructor will lead class through activities to promote.
3. The instructor will lead class in group problem solving.

[illegible] The student shall learn group research in relation to the various [illegible] and [illegible].

1. The instructor will identify these [illegible] and [illegible].
2. Various activities in [illegible] group work in which he participates in [illegible], other and community.
3. The instructor will describe ways in which he is [illegible] to various organizations in the environment of the [illegible], school and community.

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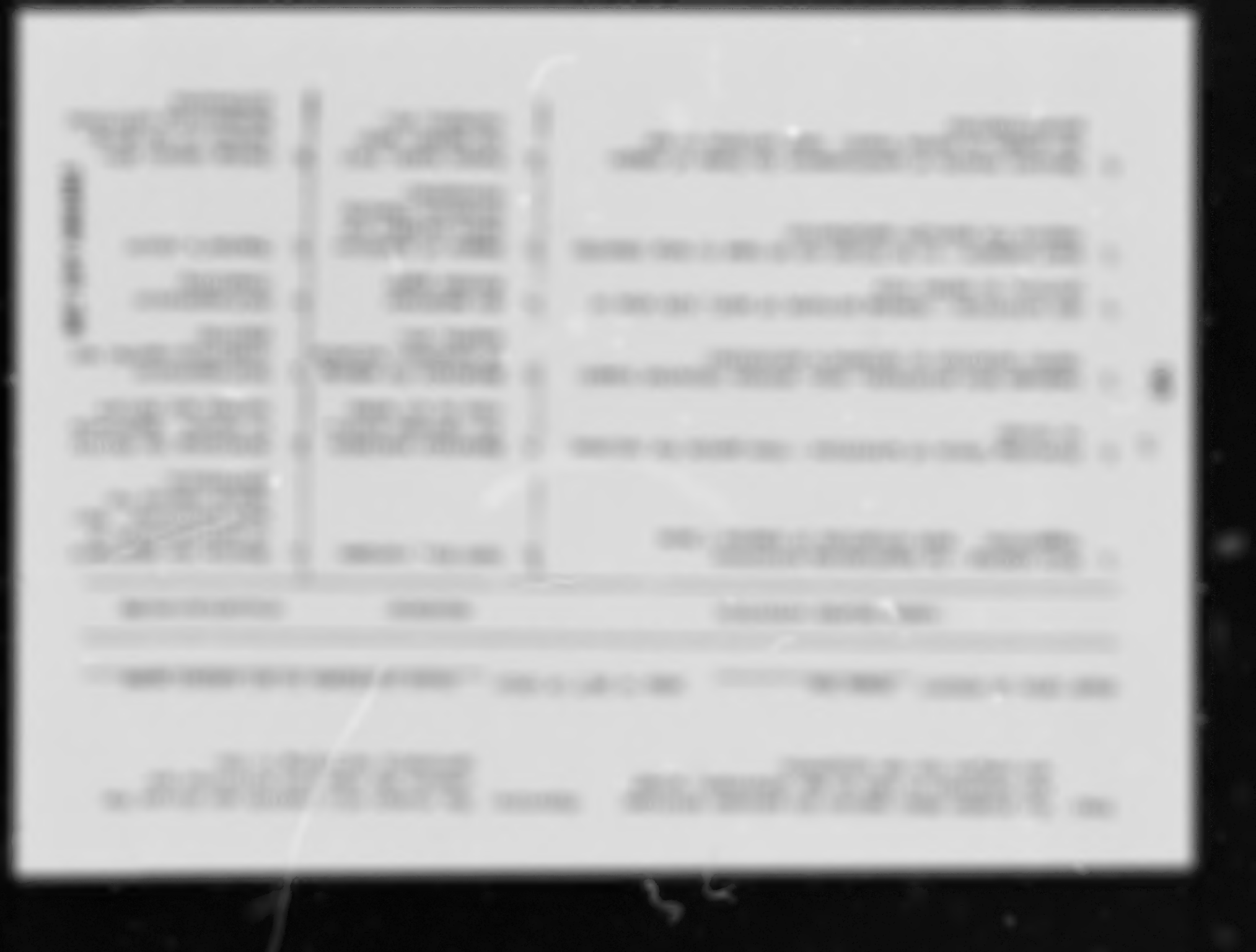

Goal: The student shall explore his personal attitudes and interests to that he may understand, accept and respect his own uniqueness.

Objective: The individual will identify realistic goals when determining tasks to be accomplished and knows the factors that influence his decision.

GRADE LEVEL OR SUBJECT Grade One AREA OR UNIT OF STUDY Correlate with all areas

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Use appropriate books, related songs and materials to establish and implement goal selection. Free choice from available books and supplies, etc.	1. Listing from library Music teacher	1. Establishment of goals
2. Related films and filmstrips (Ex. salmon has to go up stream; birds must migrate; animals hibernate; but we can make a choice)	2. Film catalogs Conservationist Commission Library listings Bell Telephone Co.	2. Realizing freedom of choice Acceptance of factors influencing our decisions (Environment heredity) Self-acceptance
3. Identifying goals - Have the children identify an occupation and tell how a person in this line of work would use numerals, art, etc. Stress using complete sentences.	3. Make class book, scrapbook, displays etc. Chalkboard	3. Self-expression Insight into future choice or decisions
4. Role playing - Set up a grocery store in your room. This can involve many subject areas. Can actually sell school supplies. Restaurant - Could have milk, cereal, etc.	4. Peabody Kit - Materials for store (can use empty cartons for grocery store) Supplies and money	4. Learn responsibility for yourself and others Experience assimilated occupations
5. Dramatizations - i.e. truck drivers loading a heavy load using an incline plane lever, pulley, wheel, block and tackle, etc.	5. Empty boxes marked 500 lbs., etc. Science books & materials	5. Obtaining scientific knowledge. Recognize worth of manual labor

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CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
6. Plant seeds, discuss farming, end results, etc. Gardener, forest ranger, carpenter. Develop science unit in relation to occupations.	6. Soil, seeds Films appropriate to topic	6. Realization of the importance of occupations. Joy of seeing things grow
7. Scrapbook - Individual or class	7. Paper, art materials, pictures from magazines, etc.	7. Coordination, self-esteem, cooperation

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Goal: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

Objective: The individual will identify the most appropriate way of expressing feelings in a given situation.

GRADE LEVEL OR SUBJECT Grade One AREA OR UNIT OF STUDY Correlate with all areas

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Role playing - A new baby in the home, illness in family, moving to new neighborhood, death in family members or pets, being lost or "left out"	1. Costumes, props, etc. Related literature	1. Self-expression
2. Games and puzzles - sharing, games that require skill and games based on chance	2. Games, puzzles (commercial or prepared)	2. Acceptance Learning to win or lose
3. Picture file--making of file by collecting pictures--to cut and paste, also pictures made by children	3. Pictures of workers (commercial and brought in by children)	3. Bulletin boards Booklets to keep for reference of displays
4. Short stories - (made into booklets) written by children or collected	4. Ample paper and supplies	4. Self-expression Mental and physical development
5. Storytelling or experience stories	5. Tape recorder (if recording stories is wanted) Chart paper for teacher to record experience stories	5. Expression of self

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CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
6. Plays - Have the class make up a play which involves several different occupations	6. Parent and teacher involvement. Costumes, props, library materials, writing materials, Come Work With Me, I Want To Be, Careers In . . .	6. Self-expression Creativity

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Goal: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

Objective: The student will participate in various activities which will help in expanding his interests.

GRADE LEVEL OR SUBJECT Grade One AREA OR UNIT OF STUDY _____

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Field trips to places of interest or resource people making classroom visits	1. Listings of approved places in the area and available resource people Career Ed Resource Guide (local)	1. Develop interests in activities of the area. Respect for various careers
2. Newspaper - Workers, importance, how we can use	2. Kansas City Star will supply materials for classroom	2. Expand interests and knowledge
3. Telephone company will supply you with materials for unit on telephone	3. Telephone Company	3. Learning importance of communication, courtesy, manners and related occupations. (lineman, repairman, operators, bookkeepers)
4. Bulletin board used to motivate children Ex. What does the veterinarian do?	4. Art materials Scrap materials Picture file	4. Creativity - Math concept - Motivation and instruction
5. Games constructed to make a point, such as team work, sharing, etc. Ex. spelling baseball	5. Teacher made or commercial games which are appropriate	5. Realization that learning is fun

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CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOMES
6. Riddles, crossword puzzles Ex. On the Zoo (A zoo animal that carries her baby in a pocket) Way of learning facts about zoo, farm, home, community, etc.	6. Made by teacher and children	6. Spelling lesson Word or sentence comprehension
7. Songs composed by the class or published Original poetry set to music	7. Music books, music teacher, poems, records	7. Creativity Enjoyment of rhythmic expression

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Goal: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

Objective: The student will discuss what he learns about himself as a result of engaging in many new tasks.

GRADE LEVEL OR SUBJECT Grade Two AREA OF UNIT OF STUDY _____

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOMES
1. Role playing - Dramatizations--responsibility at home, school, on the playground, or school bus, at the table, in a store	1. Doll Kit Peabody Language Kit Bambalo puppets Costumes	1. Oral expression Greater knowledge of self and growth of expectancy
2. Puppetry - self-made or purchased materials	2. Materials conducive to the making of puppets	2. Creative expression Developing confidence
3. Storytelling - original and from memory	3. Storybooks to be read to children	3. Feeling of success Realization of real and storybook
4. Oral reading - read original or prepared stories for an audience	4. Books and materials on child's level	4. Self-confidence Feeling of accomplishment
5. Discussions - My father is . . .	5. Tape recorder if materials are to be recorded	5. Realization of knowledge acquired

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Goal: [illegible]

Objectives: [illegible]

[illegible] Supply Sgt [illegible] Each participant in all assigned duties

[illegible]	[illegible]	[illegible]
1. [illegible]	1. [illegible]	1. [illegible]
2. [illegible]	2. [illegible]	2. [illegible]
3. [illegible]	3. [illegible]	3. [illegible]
4. [illegible]	4. [illegible]	4. [illegible]

[illegible]

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[redacted]

Goal: The student shall understand and recognize that each individual has a set of values unique to him.

Objective: The individual will name his reasons for selecting a specific goal.

GRADE LEVEL OR SUBJECT Grade One AREA OR UNIT OF STUDY Language Arts

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Have the librarian come into the classroom and explain the role of the alphabet in the organization and operation of the library.	1. Have the librarian bring several books from the library with call numbers.	1. The student will demonstrate his understanding by verbally relating the use of the alphabet in the library.
2. The students will visit the library and check out books.	2. Have the librarian make a display of books relating to the operation of the library and use of the alphabet.	2. Students will have an understanding of the procedures of checking out books from the library.
3. The class will take a field trip to the city library.	3. Make arrangements with the librarian and have her conduct a tour and include the various jobs that exist in the library.	3. The students will become aware of the various occupations existing within the library.
4. As a follow-up activity, the teacher would bring books that relate to the alphabet into the classroom.	4. At the Library (Reilly & Lee) Also check with librarian for assistance	4. The student will become aware of the many uses of the alphabet.

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CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
5. Also the classroom teacher could work with the music teacher on songs relating to the subject matter.	5. The music teacher should be included in this activity. Also check with other teachers for ideas.	5. The student will be able to relate the alphabet to the world of work by stating two specific occupations which include the use of the alphabet.

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Goal: The student shall understand and recognize that each individual has a set of values unique to him.

Objective: The student will demonstrate that his perception of others will show acceptance and respect for values of others.

GRADE LEVEL OR SUBJECT Grade One AREA OR UNIT OF STUDY Self and Family
(Could be coordinated in all subject areas)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Art 1. Make an ABC Book of Jobs booklet *S.S. 1. Books could be related to jobs of parents 2. Books could be used to identify jobs the child is interested in	1. Society for Visual Education, Chicago IL What to Be Book Bag	1. The student will be able to orally identify the roles of his family.
S.S. 2. Make an individual scrapbook of child's family	2. The Baker Taylor Co. Visual Service Division, Mommens, IL "What Shall I Be"	2. The child will be able to express a variety of career opportunities.
S.S. 3. Child could spend part of a day with parent at work	3. National Dairy Council, Chicago, IL What Will I Be From A To Z	3. The child will be able to demonstrate an understanding of the work his parents do.
*L.A. 4. Role play situations in which child depicts kinds of jobs mother does, mother does . . .	4. Use game of charades for this activity	4. The child should be aware that not all moms and dads perform the same duties.
Art 5. Make murals of "Kinds of Jobs at Home"	5. Open discussion for jobs and families	5. The child will demonstrate his awareness of family work roles.

*S.S. - Social Studies
*L.A. - Language Arts
Sci. - Science

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CAREER RELATED ACTIVITIES		RESOURCES	EVALUATION/OUTCOME
Math L.A.	6. Count the letters in Father or Mother. Find a job that begins with each letter.	6. Filmstrips, Eye Gate "Families in Action" Level I "Let's Meet Some Families" Encyclopedia Britannica Identity Unit "Where You Are in Your Family" Every Family is Special Open discussions of families	6. The child will demonstrate his awareness of several occupations he is familiar with.
	7. Bring parents into the classroom to describe their particular job role.		

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Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: Discuss attitudes or feelings about work in which we participate at home, school and community.

GRADE LEVEL OR SUBJECT Grade One

AREA OR UNIT OF STUDY Self, Family and Feelings
(Could be coordinated in all subject areas)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
L.A. 1. The student will discuss work he does for or with his family.	1. Society for Visual Education, Chicago, IL Multi-media Kit M-45 Family and Community	The student should be aware: 1. Many kinds of work are necessary.
L.A. 2. Child will list activities which he enjoys doing in school and at home.	2. Life Series 207-1 "Families Have Fun" 207-2 "Family Members Work" Picture Story Study Prints SP-125 A Family at Work and Play	2. Different people enjoy different types of work.
S.S. 3. Child can bring to school things which are pertinent to his parent's job.	3. Encyclopedia Britannica, Chicago, IL Films Idea "The Kingdom of Could Be You"	3. Many jobs require certain types of tools or protective clothing.
L.A. 4. Child can write a story about what he wants to be.	4. I Want to Be Book Series, Children's Series	4. Even young people have attitudes and ideas about work

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	CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOMES
L.A.	5. Children can discuss the school work they particularly enjoy.	5. Viking Press, New York, I Like to Be Me, Perdiman	5. Each person is an individual and has his own likes and dislikes.
Art L.A.	6. Child can draw a picture entitled "Proud to be Me." He can describe some differences between himself and classmates.	6. Child should have access to scales, measures and mirrors to denote difference in height, weight, hair color and skin color.	
Art	7. Child can make and illustrate work activities which are personally satisfying to him.	7. Singer filmstrip Developing Basic Values 727-1 "Respect for Property" 727-3 "Acceptance of Differences" 727-4 "Recognition of Responsibilities"	
L.A.	8. Discussion of work attitudes, feelings and behaviors. Child can complete sentences: 1. A good helper does . . . 2. A good helper feels . . .	8. Pat Demmings Creed Enterprises St. Paul, Minnesota "How Do You Feel? Make" Price $1.95	

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Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: The individual will describe ways in which he is able to assume responsibility in the maintenance of his home, school and community.

GRADE LEVEL OR DISTRICT Grade One AREA OR UNIT OF STUDY Self and School
(Could be coordinated in all subject areas)

CAREER RELATED ACTIVITIES		RESOURCES	EVALUATION/OUTCOMES
L.A.	1. Particular working or playing together	1. Singer Filmstrip FT(M-1 "Manners on the Playground"	1. The student will demonstrate his ability to work and play with others.
L.A. P.E.	2. Inventive safe play, respecting property, taking turns and working together	2. American Guidance Service, Circle Five, #2 Does Kit 3-1	2. The student will be able to demonstrate and/or list his responsibilities at home and at school.
Art P.E.	3. Make a helper's chart to give responsibility. Use helping hands for daily classroom jobs--child traces hand, name is put on hand and one hand is chosen each day for daily classroom jobs.		
Art P.E.	4. Use ladder bulletin board for designating one job responsibilities acquired. Child can draw ladder and with one job responsibility acquired be climbs one rung of the ladder.	4. Society for Visual Education, Chicago, (1) "Learning to Live Together" Part 1 & Part 2 FP(1-1 FP(M-1 FP(1-2 FP(M-2 FP(1-3 FP(M-3 FP(1-4 FP(M-4 American Guidance Service, Circle Five, #2 "Family and Home Cards"	
L.A.	5. Test in categories: Things we have done for ourselves and others Things we do together Things that are done for us		

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Goals: The student should learn about himself in relation to his school, teenage relationships and responsibility.

Objectives: The individual will describe acceptable group behaviors.

Week (date) of 2/6/67 Family Ties Unit or Part of Unit Impact of Assassination on Our American Values

Learning Activities and Procedures	Resources	Evaluation Techniques
L.A. 1. Discuss what happens when students do not work as a team on class assigned classroom jobs.	Assignment Slip, Figures No. 2-10, Tape, Script No. 2-11, Cassette, Textbook, My Country, America	The student will identify personal and behavioral skills they will use in order to perform a group task.
L.A. 2. Provided with the appearance of a work setting, the students will suggest a relationship to responsibilities and the kinds of work persons contribute to a common goal.		
L.A. 3. After receiving picture and requesting work settings, the student will discuss and analyze the job finding suggested work to achieve common goals.		
4. Take a snack time and decide the space things, the normal people, and the provided consequences.		

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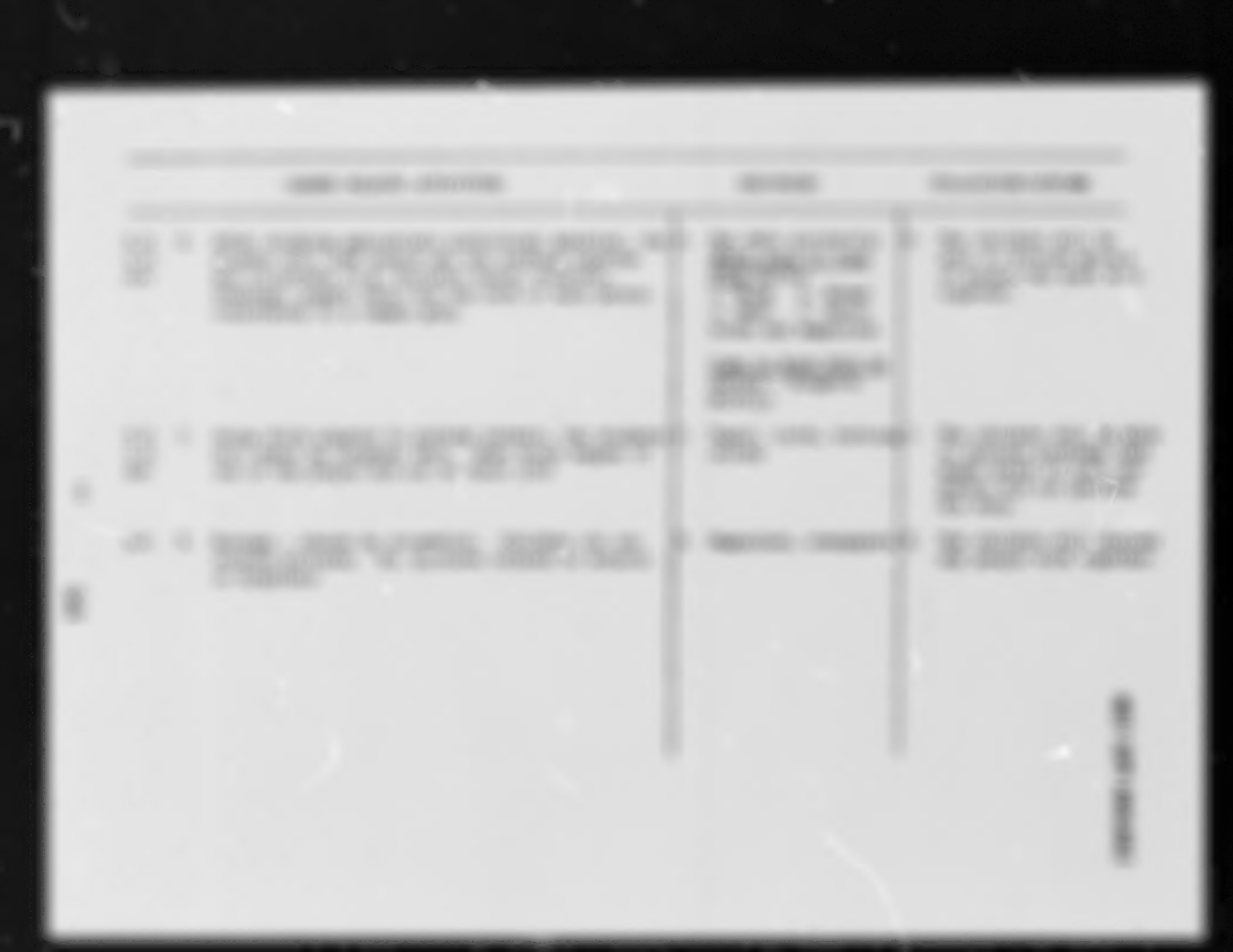

Goal: The student shall recognize that educational experiences are a means of achieving life goals.

Objective: Identify how attitude, abilities, and experiences affect performance.

GRADE LEVEL OR SUBJECT Grade One AREA OR UNIT OF STUDY _____

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
L.A. 1. Duso Kit (Selected activities)	1. Available at State Fair Community College or American Guidance Services	1. The child will show favorable and unfavorable attitudes, etc., by using puppets.
L.A. S.S. Art 2. Puppets - Make 2 or more puppets showing difference in attitudes and abilities: Happy - Sad Obedient - disobedient Playing an instrument - dancing	2. Teacher materials, paper, paste, cloth, buttons, scraps Duso Kit	2. The children will portray people with different abilities doing what they do best.
L.A. S.S. 3. Role playing showing how people with different abilities can do different things.	3. People puppets, Trend Enterprise	
L.A. 4. Discuss jobs and required skills	4. I Want to Be by Children's Press Come To Work With Us Series by Houghton Mifflin, resource people, use school library magazines	4. The children will list several jobs (orally) and give the skills required for each.
Art S.S. a. Make costumes of various occupations or have children dress as parents' occupations	a. School art supplies, things brought from home	a. The student will make a costume and portray what the worker wearing that costume does.

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CAREER RELATED ACTIVITIES		RESOURCES	EVALUATION/OUTCOME
L.A. Art	b. Make "Me" books, books about the individual and what he can do	b. Magazines, art supplies	b. The student will make a booklet about himself including his family, home, pets, interests and picture of self.
L.A. Art Math Science Reading	c. Store fronts - bring in carpentry and use of tools, measures, read directions, talk about ordering. Have carpenter visit, possibly.	c. Could visit retail store prior to building store front, possibly retail lumber	c. The student will assist in construction of store front showing ability to use various tools, measures and skill.
L.A.	d. Invite parents to your class to discuss their jobs.	d. Resource people	d. The student will discuss the various duties of each worker who visits the class.
Art	e. Take pictures of people at different jobs	e. Camera	e. The children will identify the worker in the picture and discuss the duties involved in their jobs.

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Goal: The student shall recognize that educational experiences are a means of achieving life goals.

Objective: To develop interest through meaningful work activities.

GRADE LEVEL OR SUBJECT Grade One AREA OR UNIT OF STUDY _____

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
L.A. Math Reading 1. Play store - bring boxes and cover the labels and make new labels so that children have to read the product names. Incorporate math by comparing prices, adding, etc.	1. Empty boxes, paper, scissors	1. Children will be able to name these workers needed to run a store.
L.A. S.S. Math Reading 2. Field trips and follow-up a. Florist - plant flowers, use tools b. Bakery - bake bread c. Telephone company - get phones from phone company or make phone books and use play phones d. Post office - write and mail letters e. Shoe factory - polish shoes f. Fire station - check home for fire hazards g. Highway Patrol - bike radio (contact patrol) h. Radio and TV station - tape recorder and school's own audiovisual materials and equipment i. Bank - write checks or make change, etc. j. Visit newspaper	2. Make a list of community businesses that are willing to have visitors; then, make this list available to all the teachers.	2. The children will draw pictures of people at work both those seen on the field trip and their own work activities.

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Goal: The student shall examine the concepts of community work roles and the many occupational possibilities.

Objective: Identify several occupational choices available in his school.

GRADE LEVEL OR SUBJECT Grade One AREA OR UNIT OF STUDY

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
S.S. 1. Make a tour of the school and talk with various school workers; you might try visiting one worker each day.		1. The children will name the principle school workers and briefly describe their jobs.
S.S. Art 2. Make a bus out of cardboard boxes. Let the children take turns being the driver.	2. Boxes, paint, etc.	2. The children will list some of the duties of the bus driver.
S.S. Art 3. Draw a large map of school. Have the children place cutouts of each worker in his appropriate place Ex. put picture of principal in spot where his office is	3. Mural paper, paint or crayon Community Workers Filmstrip Series, Singer Group 1 - "School Workers" F210-1	3. The student will place each worker in his proper place in the school
Music 4. Children write songs to go along with various school workers or learn songs available in music books.	4. Music books Records, "I Go To School" Educational Record Sales $5.95	4. The children will learn to sing songs about various workers.
S.S. L.A. 5. Make notebooks and write about school workers as a class or individual project	5. Art materials	5. The children will draw pictures of and write a brief summary of each worker in his notebook.

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CAREER RELATED ACTIVITIES		RESOURCES	EVALUATION/OUTCOME
Art	6. Make bulletin boards depicting school workers	6. Art materials	6. The student will participate in construction of bulletin board.
L.A. S.S.	7. Let children be principal for the day. Teacher for the day, etc. Role playing		7. The children will be able to portray some of the duties of each school worker.

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Goal: The student shall examine the concepts of community work rules and the many occupational possibilities.

Objective: The student will identify several occupational choices in other areas besides his school and immediate community.

GRADE LEVEL OR SUBJECT Grade One AREA OR UNIT OF STUDY _____

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOMES
S.S. 1. Make a tour of community businesses and services (P.O., bank, library, florist, dairy, pharmacy, etc.)	1. List of businesses that would allow children to visit	1. The student will be able to list the workers in each place visited and describe their major duties.
S.S. 2. Children take a day or half day to visit parents at work. Return and report to others		2. The student will be able to discuss his parents' job in front of the entire class.
S.S. 3. Discuss how child depends on workers and how workers depend on him	3. Community, a teaching guide from See See Book Club. Community Helpers Posters, Trend Enterprises, Instruct-o Puppet Playmates	3. The children will describe how workers depend on him and how he depends on them.
S.S. 4. Make puppets of different workers	4. Scholastic "Finger Puppets" Construction materials	4. The student will make a puppet depicting some community worker and use it to show what the workers do.

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CAREER RELATED ACTIVITIES		RESOURCES	EVALUATION/OUTCOME
S.S. Music	5. Play "This is Chuk My Father Does" It is played in a circle like "Mulberry Bush," but the children use fathers' occupations instead.		5. The student will name father's or mother's occupation and one thing they do during the week.
S.S.	6. Invite resource people in to discuss jobs	6. List of available resource people	6. After the visit of the resource people, the student will list orally some of his major duties.
Art	7. Bulletin boards depicting different occupations	7. Pictures, construction materials	7. The children will participate in construction of bulletin board.
Art S.S.	8. Make a large map of community. Have them place pictures of workers where they work. May visit some of these.	8. Rural paper, construction materials, pictures of workers, Come Work With Us Series, Houghton Mifflin (books) Community Helpers and Workers, Group 2 Singer (filmstrips)	8. The student will place the workers in their proper places on the community map.
L.A.	9. Make a TV roller showing various occupations	9. Paper towel rollers, box, paper, tape	9. The students will each draw one picture of a community helper on his job for the roller.
Music	10. Find "Worker" songs in song books and teach to children. Music teacher could be a big help in finding these.	10. Music books from various companies. Record "Action Songs for Growing Up" Educational Record Sales $5.95	10. The children will learn several "worker" songs and be able to sing them.

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GRADE TWO

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[illegible]

[illegible]

[illegible]

a. [illegible]

b. [illegible]

Judge Brown [illegible]

a. [illegible]

b. [illegible]

c. [illegible]

d. [illegible]

Goal: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

Objective: The student will give identity and respect the ways in which he is a distinct individual.

GRADE LEVEL OR SUBJECT Grade Two AREA OR UNIT OF STUDY Science

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Make footprint - draw his footprint and compare with others 2. Uses of timing devices: a. Calculation of strength - have child try to attempt activities on monkey bars, tug of war between two children. Apply strength on hand grips. b. Measuring - each child measures himself and compares his measurement with others c. Air capacity - have children count how many times it takes to inflate a balloon d. Body temperature - each child takes his own temperature e. Pulse - teach each child to take his pulse and compare with others f. Weight - make a chart comparing and recording each child's weight	1. Paint, paper, scissors 2. Monkey bars, rope-pull, hand grip Tape measure, wall chart Balloons Thermometer Watch (second hand)	

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Goal: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

Objective: The student will give examples of his interests and will participate in activities which expand his interests.

GRADE LEVEL OR SUBJECT Grade Two AREA OR UNIT OF STUDY Science and Math

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Make a people-data-things chart to show how much time is spent at a particular kind of activity or interest.	1. Graph paper, clock with second hand	1. The student will be able to identify and discuss the reasons why some work activities are personally satisfying to him.

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Goal: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

Objective: The student will give examples of his interests and will participate in activities which expand his interests.

GRADE LEVEL OR SUBJECT Grade Two AREA OR UNIT OF STUDY Art

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Construct bulletin board a. snapshots of child participating in favorite activity	1. Prepare bulletin board	
2. Creative pictures of possible individual interest	2. Drawing paper	
3. Role play of possible interest of individual child		

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Goal: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

Objective: The student will give examples of his interests and will participate in activities which expand his interests.

GRADE LEVEL OR SUBJECT Grade Two AREA OR UNIT OF STUDY Language Arts

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. The student will discuss the school work he particularly enjoys and tell why he likes it best. 2. The student will discuss orally or write a short paragraph on "New Things I Have Learned To Do at School" 3. The student will discuss work he does for or with the family and tell why he enjoys it.		

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Goal: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

Objective: The student will give examples of his interests and will participate in activities which expand his interests.

GRADE LEVEL OR SUBJECT Grade Two AREA OR UNIT OF STUDY Social Studies (Self)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Prepare a scrapbook illustrating a variety of jobs personally satisfying to student at a. home b. school 2. Construct a diarama depicting a special interest or hobby	Paper for scrapbooks Boxes	

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Goal: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

Objective: The individual will identify and discuss his feelings in a variety of situations and will be able to provide appropriate alternative ways of expressing feeling.

GRADE LEVEL OR SUBJECT Grade Two AREA OR UNIT OF STUDY Language Arts

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOMES
1. Complete sentences such as: A good helper does _____. A good helper feels _____. A good helper says _____. 2. List group activities which he enjoyed doing in school, at home and in the community and identify behaviors and attitudes which enabled him to perform his tasks. 3. Given a projected image, the student will tell his interpretation of the picture and compare his interpretation with other members of the class.	Writing paper Pictures Moods and Emotions Set of Pictures Book, The Eating Book Duco Kit D-1 Unit 2 and 7 Magazine pictures	1. The student will be able to indicate things that he feels are important to him and others in his community and discuss why he thinks these things are important.

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Goal: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

Objective: The individual will identify and discuss his feelings in a variety of situations and will be able to provide appropriate alternative ways of expressing feelings.

GRADE LEVEL OR SUBJECT Grade Two AREA OR UNIT OF STUDY Social Studies

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION METHODS
1. Select a record depicting a variety of sounds such as "Peter and the Wolf" 2. Make a list of workers with whom student comes in contact during the week and particular the activities and behaviors which help the workers perform their tasks 3. After listening to sounds on a record, students will interpret sounds and compare their interpretations with those of peers. 4. Given an assortment of toys, students will classify them into "infant toys" and "primary toys." Students will discuss how their perception of toy changes as they grow older.	1. Record player Record on sounds Paper Toys 2. Paper Toys from home	

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Goal: The student shall understand and recognize that each individual has a set of values unique to him.

Objective: The individual will describe ways in which his expressed feelings affect others.

GRADE LEVEL OR SUBJECT Grade Two

AREA OR UNIT OF STUDY Language Arts and Art

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Have a group discussion on the topics, "I like people who' and "I don't like people who." 2. Have children select pictures from magazines that show people performing both activities approved and disapproved of by the children. 3. Construct bulletin board on values utilizing picture selected by the student. Ask children to dictate sentences about the pictures and place captions with the pictures on bulletin board.	Films: "What Is A Friend?" "What Do You Expect of Others" "But It Isn't Yours" "That's No Fair" "Nothing Ever Seems to Work Out for Me" Mine, Sad Day, Glad Day, The Hating Book, Is This You? Duso Unit I: First In Line, Just a Little Peek	

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Goal: The student shall understand and recognize that each individual has a set of values unique to him.

Objective: The student will identify attitudes and behaviors which help him and others to perform a task.

GRADE LEVEL OR SUBJECT Grade Two AREA OR UNIT OF STUDY Social Studies

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Bring pictures and things he feels are important to him and others to class and develop a display center in which he will present and discuss why these items are important. 2. Students will develop an "experience story chart," illustrating and describing how he and others contribute to work and play. 3. After visiting school and community work settings, the student will identify people who are working together and discuss how workers contribute to achieve a common goal. 4. Arrange field trip to various school and community work settings.	Pictures depicting things of interest to children. Films: "The Kingdom of Could Be You" Field trips: McDonald's Town & Country Shoes, Sedalia School of Hairdressing The How and Why Library, At the Books (9) Friendly Helpers Around Town, What Happens at the Series Duso Unit VI: All stories apply Unit V: The Loafers 4. Paper for experience charts	

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Goal: The student shall understand and recognize that each individual has a set of values unique to him.

Objective: The student will identify attitudes and behaviors which help him and others to perform a task.

GRADE LEVEL OR SUBJECT Grade Two AREA OR UNIT OF STUDY Science

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Aquarium: Have the groups of children take part in preparation and care of. 2. Terrarium: Same as the above 3. Pets: Provide some pet for the class to take care of 4. For all of the above groups - could present ways in which to take care of, functions of, and related information which helped them perform these tasks. Emphasize cooperation in working together.	1. Materials necessary for such. 2. Materials necessary for such. 3. Gerbil, rats, mice, fish, turtles, etc. 4. Materials necessary for such Film: "Growing Up," "Living Things Are All Around Us" Duso Kit D-1: Unit V The Best Way To Learn Field trip: Archias Seed Store, Archias Floral Company	

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Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: The individual will identify and discuss the role he plays in the functioning of his family.

GRADE LEVEL OR SUBJECT Grade Two

AREA OR UNIT OF STUDY Language Arts

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Playing the role of mothers and fathers, the students will act out various ways parents provide for the economic needs and wants of their families.	Inviting parents to school to talk about their jobs Filmstrips: "Getting Along At Home" "Who Helps Us Live At Our House?" "Some Fathers Are Builders" "Just What Do Mothers Do?" "What Else Do Fathers Do?" "Housing, Money, and Personal Problems" "Manners at Home" "Learning to Live With Others" "Developing Basic Values" "Families Have Fun" "Living with Your Family" "The Homes We Live In" "Robert and His Family" Let's Play House Happy Little Family Film: A Day With Your Family	The student will be able to identify his role in the family.

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Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: The individual will identify and discuss the role he plays in the functioning of his family.

GRADE LEVEL OR SUBJECT Grade Two AREA OR UNIT OF STUDY Art and Music

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Draw pictures of what child and family like to do in free time 2. Draw a picture of their particular job performed at home 3. The thing I least like to do as a home responsibility 4. The home responsibility I will do when I grow bigger 5. Show pictures of other families experiencing leisure time 6. Also pictures of children helping in different capacities for ideas only	1. Drawing paper, yarn, liquid pencils. Make into booklets Filmstrips: "Getting Along at Home" "Who Helps Us Live at Our House" "Some Fathers Are Builders" "Just What Do Mothers Do?" "What Else Do Fathers Do?" Songs: "Oh, Mama, Hurry" "Lazy Mary" "Rockabye Baby" "Mother Make A Home" "Tell Me Your Name, Please" "Polly, Put the Kettle On" Poems and fingerplays	

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Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: The individual will identify and discuss the role he plays in the functioning of his family.

GRADE LEVEL OR SUBJECT Grade Two AREA OR UNIT OF STUDY Social Studies

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Role play depicting various jobs the student is responsible for at home 2. Discuss what student does at home and how his jobs are important for the functioning of the family. 3. Pantomime some member of the family engaged in a task at home. Try to guess the task. 4. Depict work in the family through puppets. Have each puppet (family member) discuss his/her job and its importance	Filmstrips: "Getting Along At Home" "Who Helps Us Live At Our House?" "Some Fathers Are Builders" "Just What Do Mothers Do?" "What Else Do Fathers Do?" "Housing, Money, Personal Problems" "Manners at Home" "Learning to Live With Others" "Developing Basic Values" "Families Have Fun" "The Homes We Live In"	

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Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: The individual will identify and discuss the role he plays in the functioning of his family.

GRADE LEVEL OR SUBJECT: Grade Two

AREA OR UNIT OF STUDY: Science and Math

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Chart or graph with pictures of people showing the number of work hours for: mother, father, self, other members of family. 2. Make colored graph showing the position the child has in his family as to first, second, third child. 3. Write a story expressing his feelings as to the importance in his family. 4. Make chart showing how much time is spent sleeping, working, playing	1. Pictures, paper 2. Colored paper, marking crayons, flannelboard Filmstrips: "Housing, Money, and Personal Problems" "Developing Basic Values" "Families Have Fun" "The Homes We Live In" "Robert and His Family"	

Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: The individual will identify and discuss roles fulfilled by all members of his family.

GRADE LEVEL OR SUBJECT: Grade Two AREA OF UNIT OF STUDY: Language Arts (Culture)

LEARNER RELATED ACTIVITIES	RESOURCES	EVALUATIVE CRITERIA
1. The children may develop family trees showing the people in their own families and writing the occupation of each member of the family.	Algor Reference Books Filmstrip: "Family Members Work," Living With Your Family," "Families Care For," "Outward and Our Family," "Rights and Rights of Our Home" "My Mother Works on Time"	
2. Write a story of the job of each family member.		
3. Discussion: How are the members of my family alike? different?		
4. Role play the roles of the members of his family		

Goal: The student shall learn about himself in relation to his culture through understanding and appreciating rules.

Objectives: The individual will identify and discuss rules familiar to all members of his family.

Grade Level of Subject: Grade Two Date of Start of Unit: Oct and Nov

Common Learning Activities	Resources	Evaluative Criteria
1. Family time pictures 2. Rules: reviewing each member of his family performing his important job inside and outside of his home. a. Mother b. Father c. Work project d. Work mother e. Others that might live in the home	1. Large heavy paper finished white, to promote individual members of the family to draw their responsibilities paper clip and scissors 2. Large sheet of paper crayons, knight colors Books and Programs Primary: "Signs and Friends of the Home" Grade: "Mr. Mann" Social: "Safe Rule" "Recreation Safe" "Workers Make a Home" "Fire Workers Do" "Police Are Us" "Police Are the Helping Us"	

Goal: The student shall learn about himself by studying his/her surroundings through understanding and experiencing events.

Objectives: The individual will identify and discuss areas, functions by all members of the family.

Grade Level of Subject: Grade Two Name of Unit: Living Studies

Content Related Activities	Resources	Evaluative Instruments
1. Lists of goods and services the family needs. Have the child explain how they may be obtained. Write out a list of goods and services each of the family needs to be growing, himself and which ones he must pay someone else to do.	Books: Readiness Work for Living Our Community Helps Community Work Helpers in Book	
2. How to acquire such money? a. Selling b. Wages c. Gifts d. Allowance e. Borrowing f. Withdrawal	Filmstrips: "Our Working Group" "Family Members Work" "My Brothers Works at Home"	
3. Examples of non-monetary income. a. Food provided by parents b. Housing c. Education d. Love/security e. Maintenance of environment by parents and community	Films: "Our Family Helps Together"	
4. How food influences to family buying decisions	Film: Together at Play	
5. Write a number of things to which check and indicate how much each. Add the cost to obtain those items and discuss the cost.		
6. Individual principles of how to avoid waste and increase their income, they be spent to [illegible]		

Aim: The student shall learn about transfer to industrial [illegible] and engineering.

Objectives: The technology is [illegible] and [illegible] which [illegible] to all aspects of the [illegible].

Week [illegible] to [illegible] Date: [illegible] Week to [illegible] to [illegible] Problem: [illegible]

[illegible] Objectives and Activities	Resources	Assessment [illegible]
1. [illegible] [illegible] [illegible]

Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: The individual will identify and discuss his responsibility in the maintenance of school and community environments.

GRADE LEVEL OR SUBJECT Grade Two AREA OR UNIT OF STUDY _____

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Draw a mural of responsibilities of the maintenance of classroom and school 2. Puppet show--showing and telling what would happen if we didn't follow rules of classroom and school 3. Draw pictures of how students can help in the maintenance of the community 4. Draw "before" and "after" pictures of places in the community	Resource people: Someone from the Historical Society from County	

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Goal: The student shall recognize that educational experiences are a means of achieving life goals.

Objective: The individual will identify and discuss the educational value of family trips and television shows and resource people.

GRADE LEVEL OR SUBJECT Grade Two

AREA OR UNIT OF STUDY Language Arts

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Prepare a letter to be sent to parents explaining the necessity of taking their children to various places in the area. Make a recommended list to send home Example: 1. department store 2. large grocery store 3. library 4. court house 5. their own place of business 6. restaurant 7. newspaper office Emphasize the need to talk about what is being observed 2. Prepare a bulletin board entitled "Have You Seen?" or "Have You Been To?"		

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Goal: The student shall recognise that educational experiences are a means of achieving life goals.

Objective: The individual will identify and discuss the educational value of family trips, television shows and resource people.

GRADE LEVEL OR SUBJECT Grade Two

AREA OR UNIT OF STUDY Social Studies

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Have children make a list of things they would like to see or know about or places they would like to visit. 2. Have children take photographs of the new places they visit and bring them in for the bulletin board. 3. Prepare a monthly, or it could be prepared weekly, list of TV shows that would be beneficial for the children to see. Such a list is prepared by Scholastic Book Services monthly and includes a teacher's guide. This comes free with your subscription for the newspaper.	Scholastic Magazine Monthly articles on TV programs	The student will be able to recognise the importance of educational goals.

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Goal: The student shall recognize that educational experiences are a means of achieving life goals.

Objective: The individual will identify and discuss the educational value of family trips, television shows and resource people.

GRADE LEVEL OR SUBJECT? Grade Two AREA OR UNIT OF STUDY _____

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOMES
Art 1. Have the children draw pictures of their favorite TV shows	Paper	
L.A. 2. Have them share the pictures they made of their TV show and tell why they chose it and how they benefit from the show.		

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Goal: The student shall recognize that educational experiences are a means of achieving life goals.

Objective: The individual will identify situations in which there is more than one way to accomplishing a task and will list reasons for selecting a specific alternative.

GRADE LEVEL OR SUBJECT: Grade Two

AREA OR UNIT OF STUDY: Social Studies and Language Arts

GAMES RELATED ACTIVITIES	RESOURCES	EVALUATION METHOD
1. Posters or pictures depicting past and present. Have the pupils discuss each picture and role play each section. 2. Have one group write a story about the present. 3. Have one group write a story about the past. 4. Make a crossword puzzle of old and new words. 5. Give pupils skits worksheets about what they have learned.		

Page 2

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[redacted]

Goal: The student shall explore the concepts of capacity, work rates and the idea of proportional relationships.

Objectives: The individual will work and understand the use of line graphs in graphing.

Grade Level: Grade 7th Date of Unit: October

Content Related Activities	Materials	Evaluation Criteria
Make a graph of the number of hours planted each week.		

[illegible]

[redacted]

The student shall examine the concepts of community, work rules and the many occupational possibilities.

The individual will be provided with information about a wide variety of occupations.

GRADE OR SUBJECT Grade Two

AREA OF STUDY Social Studies

CAREER RELATED ACTIVITIES		EVALUATION/OUTCOME
Persons from various occupations visit class.		The student will discuss rules which protect people who produce and use goods and services.
Display of books on occupations		

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[redacted] the student shall examine the concepts of [redacted] individual will be provided with [redacted] about a wide variety of [redacted]

[redacted] Grade IV [redacted] Arts and Art

[redacted]	CAREER RELATED ACTIVITIES:	[redacted]	EVALUATION/OUTCOME
[redacted]	[redacted] of an occupation that would fit their [redacted] the children could be guided toward making a book [redacted] on the occupation.	[redacted] [redacted] [redacted] etc.	

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AUDIO - VISUAL MATERIAL

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LISTINGS OF MATERIALS AVAILABLE

A listing of audiovisual materials now available through the Audiovisual Library is included in Appendix A of the State Fair Community College Career Education Audiovisual Handbook. Each item is listed by name along with other pertinent information. This includes the name of the publishing company, a brief description of the item, the suggested usage level, the circulation period for which it is available and the call number for all materials other than periodicals.

Each month a recent acquisition listing will be sent out listing the materials processed during the preceding month. These lists can be added to the back of this handbook and kept for reference. Each new edition of a periodical will be listed as it arrives.

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BIBLIOGRAPHY

1. "What Happens" Series, Reilly and Lee Books, Henry Regnery Company

   A. At a Gas Station
   B. At a Newspaper
   C. At a State Fair
   D. At a Television Station
   E. At a Weather Station
   F. At a Zoo
   G. At an Animal Hospital
   H. At the Circus
   I. At the Library
   J. In a Car Factory
   K. In a Skyscraper
   L. When You Build a House
   M. When You Go to the Hospital
   N. When You Mail a Letter
   O. When You Make a Telephone Call
   P. When You Put Money in a Bank
   Q. When You Spend Money
   R. When You Travel by Plane
   S. When You Turn on the Light

2. Childcraft: Field Enterprises Education Corporation, 1973 edition, The How and Why Library

   A. Happy Little Family - Rebecca Caudill
   B. Daddy is Home - David Kherdian
   C. When You Were a Little Baby - Rhoda Berman
   D. Daddy Can Fix It - Dorothy Berrick
   E. Let's Play House - Lois Lenski
   F. Family Helpers - Elaine Hoffman and Jane Hoffelinger
   G. Mommies are for Loving - Penn
   H. How Families Live Together - Malcolm Provers
   I. About Fathers at Work - Ruth Radlauer

3. "I Want to Be" Series - Set IV, Benefic Press

4. Stepping into Science Book Bags "Set IV"

   A. Shapes
   B. Sounds All About Book Bag
   C. Things are Alike and Different
   D. Things are Made to Move
   E. Things to do With Water
   F. Touching for Telling Book Bag
   G. Who, What, and When

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B. Shadows and More Shadows Book Bag
C. Busy is the Beach
J. Living Things Change Book
K. How Big is a Dinosaur
L. Pond is for Eating Book
M. Change and Time Book
N. Animals and More Animals
O. Magnets / Job Bag

Famous Foreign Family at Work - USA

		Grade Level
A.	All Kinds of Days, Hastings	(K-2)
B.	Clouds, Gelsanik	(K-2)
C.	Eggs and Creatures that Fetch from Them, Hu	(K-4)
D.	Engineer of a Train, Johnson	(1-3)
E.	Family Helpers, Hoffman & Hoffinfinger	(K-2)
F.	Farm Helpers, Peyton	(1-4)
G.	Four Seasons and Five Seasons, Hallauer	(K-4)
H.	Friendly Helpers Around Town, Hoffman and Hoffinfinger	(K-2)
I.	Rivers, Dickey	(3-6)
J.	Satellites, Carlisle	(3-6)
K.	School Helpers, Hoffman & Hoffinfinger	(K-2)

A.	Bakery, Friedrich	(1-4)
B.	Bank, Eve	(2-4)
C.	Dairy, Hastings	(K-2)
D.	Railroad Station, Hoch & Fichter	(1-4)

A.	A Newspaper
B.	House Construction
C.	A Department Store
D.	A Hospital
E.	An Airport
F.	A TV Station
G.	A Bank
H.	A Telephone Company
I.	A Hotel
J.	Aerospace
K.	A Toy Factory
L.	A Dairy

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

1. [illegible] Interchange Systems Inc. [illegible] Interchange Services, Inc. including books, products, [illegible] pages, printing, and [illegible]

2. [illegible] Interchange Systems Inc. [illegible] Interchange Services, Inc. including products, [illegible] pages, printing, and [illegible]

3. [illegible] Interchange Systems Inc. [illegible] Interchange Services, Inc. [illegible] [illegible] [illegible] [illegible] [illegible]

4. "[illegible] [illegible]" [illegible] [illegible] [illegible] [illegible]

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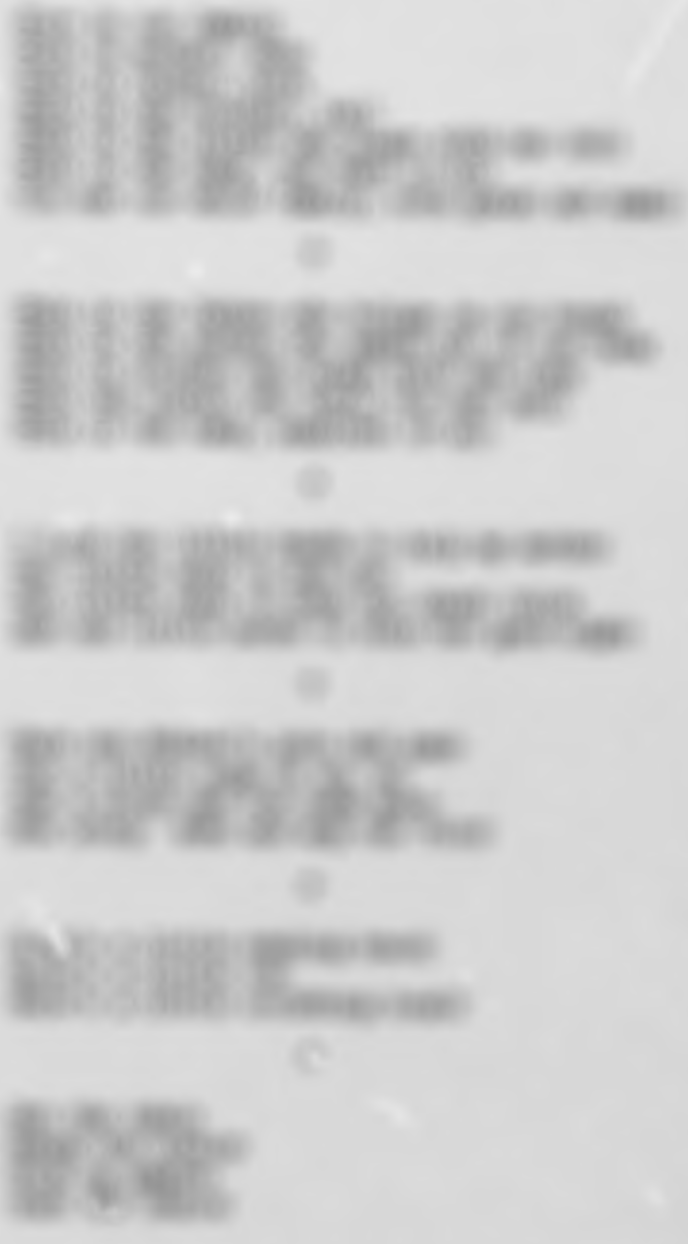

[illegible]

1. [illegible] [illegible] [illegible]

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Doctor
Fireman
Milkman
Policeman
Painter
Teacher
Librarian

Nurse
Sailor
Dentist
School Patrol
Fireman
TV Repairman

J. H. Heinemann Company
5000 Shawley Road
Cleveland, OH 44143

Jack Rabbit Puzzles

Occupant Series - 6 puzzles, teacher, nurse, school crossing guard, milkman, etc.

Jet Green Puzzle - ship, wing, airplane, open up, motor, control, aircraft.

Jet Go Puzzle - engineer, puzzle, city, train, railroad, town.

Instructo Products Corp.
Berkley-Cardy
1920 So. Narragansett Avenue
Chicago, IL 60639

Plastic Laminated Crossword Puzzles - airplane, transportation and communication, farm and city, community helpers

Ideal Puzzle from Berkley-Cardy

[illegible]

PICTURES

Words and Motions — Comes with set of pictures from Hoover or Benefic Press

Community Helpers Posters Set
- The Mailman
- The Bus Driver
- The Milkman
- The Farmer
- The Hospital Pilot — Marshall Central Library
- The Nurse
- The Policeman
- The Fireman
- The Store Cashier

School Friends and Helpers — Marshall Central Library

Schools, Families, Neighborhood Workers (3)
Picture A: "Children Have Responsibilities at Home"
Picture B: "Rules Help"
Picture C: "Many Workers Are Helpful in Our Town"

Pictures - Busy Dolls, Doctor, Nurse

School Friends and Helpers Set

Family and Community Life Series

Set Sp 119 Police Department Helpers
Set Sp 120 Fire Department Helpers
Set Sp 121 Postal Helpers — Berkley-Cardy
Set Sp 122 Dairy Helpers — 1900 N. Narragansett Ave.
Set Sp 123 Supermarket Helpers — Chicago, IL 60639
Set Sp 124 Hospital Helpers
Set Sp 125 A Family at Work and Play
Set Sp 126 School Friends and Helpers
Set Sp 127 Neighborhood Friends and Helpers
Set Sp 128 Keeping the City Clean and Beautiful

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When I Grow Up, I Want To Be 30 Jobs and Roles	A.V.H. School Materials, Inc. 8100 South Hoyne Avenue Chicago, IL 60620
Understanding Our Feelings	
Community Helpers	
The Classification Game	
Community Friends	Society-Serve 1900 S. Harrington Ave. Chicago, IL 60616
The Community	
The Community Helpers	
People We Know	
Community Workers	

126

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[illegible]

[illegible]

[illegible]

[illegible] - lesson about friendship

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

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Is This You?
Picture book asks child questions about himself and encourages him to draw his answer.

If You Lived with the Circus

Black is Beautiful

The Christmas Secret

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FILMSTRIPS

"Elizabeth Blackwell, First Woman Doctor"
"Eleanor Roosevelt, First Lady of the World"
"Pearl S. Buck, An American From China"
"Margaret Mead, Student of Mankind" SVE
"Mary Church Terrell, Meddler with a Mission"
"Jane Adams, A Very Good Neighbor"

"School Workers"
"Library Workers"
"Supermarket Workers"
"Doctor's Office Workers" SVE
"Department Store Workers"
"Hospital Workers"
"Fire Department Workers"
"Television Workers"

"Fire Department" Listening Library
"Newspaper" One Park Avenue
"Police" Old Greenwich, CT 06870
"Library"
"Teacher"
"Doctor"
"Post Office"
"Taking a Trip with a Book"

Lollipop Dragon Series
"Avoiding Litter"
"Care of Property" SVE
"Kindness to Animals"
"How the Lollipop Dragon Got His Name"
"Taking Turns"
"Working Together"

"You Got Mad; Are you Glad?"
"Who Do You Think You Are?"
"Guess Who's In a Group!"

"Learning to Live with Others"
"Getting to Know Me"
"Learning About Manners" Each includes filmstrips, study
"Developing Basic Values" prints and recordings
"Living With Your Family"
"Families Have Fun"
"Family Members Work"

BEST COPY AVAILABLE

"School Friends and Activities"
"Schools"
"Let's Visit Our Friends"

Each includes filmstrips, study prints and recordings

"The Homes We Live In"
"Robert and His Family"
"Sights and Sounds of the Home"
"Policemen and Firemen"
"Our Post Office"
"Let's Visit the Dentist"
"Safe and Sound Along the Way"
"Community Workers and Helpers"
"Air Travel Today"
"Fun on Wheels"

SVE, Inc.
1345 Diversey Parkway
Chicago, IL 60614

"Why Visit The Dentist?"

Walt Disney Educational Materials Co.
500 Sonora Avenue
Glendale, CA 91201

Sets of Filmstrips

"Measuring Things"
"Discovering Your Senses"
"Neighborhoods"
"Our Community Utilities"
"Going Places in the City"
"Workers Series"

(current Instructional Material
65 E. South Water Street
Chicago, IL 60601

"Community Helpers" (10 community helpers)
Creative Visuals
Box 1911
Big Sprint, TX 79720

"Garage Mechanic" - Eye Gate
"Gas Station Attendant" - Eye Gate
"Hospital, Working in a Hospital" - Arts Corporation
"Laundry, Working in a Laundry" - Arts Corporation
"Nursing, The Nurse's Aid" - Eye Gate
"Helping the Healing Hands - Educraft

"School Cafeteria Worker" - Eye Gate
"Supermarket Stocker" - Eye Gate
"Waitress" - Eye Gate
"The Working Woman" - VEC
"Dental Hygienist" - Film Associates
"The Neighborhood Barber" - Eye Gate
"The Neighborhood Beautician" - Eye Gate
"The Neighborhood Newspaper" - Eye Gate
"The Neighborhood Nurse" - Eye Gate

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"The Neighborhood Supermarket" - Eye Gate
"The Neighborhood Pharmacist" - Eye Gate
"Recreation, Park and Playground Workers" - Eye Gate
"My Mother Works at Home" - Imperial Films

Associations Corporation Career Exploration Series - containing filmstrips and cassettes

#A06 - Food Services, serving people
#A11 - Public Utilities
#A12 - Metal Working
#A13 - Public Service
#A14 - Personal Service
#A01 - Clerical Occupations
#A02 - Municipal Law Enforcement, protection of the people

Associations Corporation
5604 Commerce Avenue
Duluthworth, IA 91311

Educational Projections Corporation
Order from:
E and E Education, Inc.
404 Admiral Blvd.
Kansas City, MO 64106

#Shi Taking Turns - Sharing
#L129 Getting Along at Home
#S5h What Helps Us Live in Our Homes
#S5j Some Helpers are Builders

Educational Projections
"Communities and Community Workers" Kit G-, Std
Containing cassettes, filmstrips and transparencies

"School and Family Relations" Kit G-, Std
Containing filmstrips, cassettes and transparencies

"Growing, Money, Personal Problems" Kit G-, Std
Containing filmstrips, cassettes and transparencies

"Occupational Interests" Set F.S.-1, cassette and filmstrip

"Understanding Yourself and Others" Set PS-1
"Helpers" Set PS-2

"Would You Like to Be a Cashier?" - Eye Gate
"The Variety Store" - Eye Gate
"Just What Do Mothers Do?" - Educraft
"What Else Do Fathers Do?" - Educraft

Projections for Occupational Planning
"Who are You?"
"What Do You Like to Do?"
"What Is a Job?"
"What are Job Families?"

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The Most Important Person Ever

[illegible]
- "Jesus, I Want a Relationship"
- "Life Lessons"
- "Who Are You?"
- "Do Jog in Jail"
- "Life Are Much Too Short"
- "Nothing Ever Seems to Work Out for Me"

[illegible]
- "I'm Not Sure Yet"
- "Where Are You in Your Reality?"
- "Love Is My Code"
- "What Is You Doing You Have to Do?"
- "Jesus Saves a Sinner"
- "The Most Important Person"

[illegible]
- "Feelings Hurt, Feelings Heard"
- "I Want to Be Afraid"
- "Difference Shade of Love"

[illegible]
- "Looking In"
- "Going Swimming Pool"
- "Feelings of Shame"
- "What Is a Prayer"
- "What Is You Need"
- "Living Things Are All Around Us"
- "Years in Jail Journal"

The Kingdom of Heart Be You
- "The Kingdom of Heart Be You"
- "Confessions"
- "Surrender and Offer"
- "Communicating"
- "Confession"
- "Finished Repentance"
- "Surrender"
- "Give Into and Redemption"
- "Peace"
- "Reconciliation"
- "Marital Intimacy"
- "Redeeming and Sanctification"
- "Finished Service"
- "Public Service"
- "Reconciliation, Regeneration, Promise"
- "Consequences"

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Institute of Environmental Sciences
940 East Northwest Highway
Mt. Prospect, Illinois 60058

Soil Conservation Society of America
7515 N.E. Ankeny Road
Ankeny, Iowa 50021

National Environmental Health Association
1600 Pennsylvania Street
Denver, Colorado 80203

Society of American Foresters
1010 - 16th Street
N.W., Washington, D.C. 20036

The American Forestry Association
1319 - 18th Street
N.W., Washington, D.C. 20036

American Geological Institute
2201 M Street N.W.
Washington, D.C. 20037

Interagency Board of U.S. Civil Service Examiners for Washington, D.C.
1900 E Street, N.W.
Washington, D.C. 20415

American Meteorological Society
45 Beacon Street
Boston, Mass. 02108

American Geophysical Union
2100 Pennsylvania Avenue, N.W.
Washington, D.C. 20037

International Oceanographic Foundation
1 Rickenbacker Causeway
Virginia Key, Miami, Fla. 33149

U.S. Civil Service Commission
Washington, D.C. 20250

Employment Division
Office of Personnel
U.S. Dept. of Agriculture
Washington, D.C. 20250

Food Service and Processing - For more information write:

Institute of Food Technologists
176 West Adams Street
Chicago, Illinois 60603

American Meat Institute
59 East Van Buren Street
Chicago, Illinois 60605

National Dairy Council
111 North Canal Street
Chicago, Illinois 60606

The Institute of Food Technologists
Suite 2120
221 North LaSalle Street
Chicago, Illinois 60601

Government - For more information write:

United States Civil Service Commission
c/o Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Health and Medicine - For more information write:

American Hospital Association
840 North Lake Shore Drive
Chicago, Illinois 60611

National Health Council, Inc.
1740 Broadway
New York, New York 10019

American Medical Record Association
875 North Michigan Avenue, Suite 1850
Chicago, Illinois 60611

American Association of Medical Assistants
200 East Ohio Street
Chicago, Illinois 60611

American Medical Association
Department of Health Manpower
535 North Dearborn Street
Chicago, Illinois 60610

American Dental Association
Council on Dental Education
211 East Chicago Avenue
Chicago, Illinois 60611

American Dietetic Association
Publications Department
620 North Michigan Avenue
Chicago, Illinois 60611

National Association for Mental Health
10 Columbus Circle
New York, New York 10019

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National League for Nursing
10 Columbus Circle
New York, New York 10019

American Optometric Association
7000 Chippewa Street
St. Louis, Missouri 63119

American Physical Therapy Association
1156 - 15th Street
N.W., Washington, D. C. 20005

Registry of Medical Technicians
P.O. Box 4872
Chicago, Illinois 60680

Hospitality and Recreation -
For more information write:

National Recreation and Park Association
1700 Pennsylvania Avenue
N.W., Washington, D.C. 20006

American Hotel and Motel Association
Kellogg Center
East Lansing, Michigan 48823

American Association for Health Physical Education and Recreation
1201 - 16th Street
N.W. Washington, D.C. 20036

Industry, Machine and Tool Trades -
For more information write:

The American Society for Metals
Metals Park, Ohio

Scientific Apparatus Makers Association
370 Lexington Avenue
New York, New York 10017

Insurance Occupations -
For more information write:

National Association of Public Insurance Adjusters
1613 Munsey Bldg.
Baltimore, Md. 21202

Institute of Life Insurance
277 Park Avenue
New York, New York 10017

Insurance Information Institute
110 William Street
New York, New York 10038

Mathematics Occupations -
For more information write:

American Mathematical Society
P.O. Box 6248
Providence, R.I. 02904

Mathematical Association of America
1225 Connecticut Avenue, N.W.
Washington, D.C. 20036

Association for Computing Machinery
1133 Avenue of the Americas
New York, New York 10036

Society for Industrial and Applied Mathematics
33 South 17th Street
Philadelphia, Pa. 19103

Personal Services - For more information write:

Society of American Florists
901 North Washington Street
Aldexandria, Virginia 22314

Retail Jewelers of America, Inc..
1025 Vermont Avenue
N.W., Washington, D.C. 20005

Gemological Institute of America
11940 San Vicentee Blvd.
Los Angeles, California

National Society of Interior Designers
315 East 62nd Street
New York, New York 10021

Institute of Life Insurance
277 Park Avenue
New York, New York 10017

Associated Master Barbers and Beauticians of America
219 Greenwich Road
Charlotte, North Carolina 28211

American Institute of Laundering
Joliet, Illinois 60434

Sales - For more information write:

National Automobile Dealers Association
2000 K Street
Washington, D.C. 20006

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National Association of Real Estate Boards
155 East Superior Street
Chicago, Illinois 60611

The National Retail Merchants Association
100 West 31st Street
New York, New York 10001

The National Association of Wholesaler-Distributers
1725 K Street
N.W., Washington, D.C. 20006

Sales and Marketing Executive International
Student Education Division
630 Third Avenue
New York, New York 10017

Science - For more information write:

American Astronomical Society
211 Fitz Randolph Road
Princeton, New Jersey 08540

American Institute of Biological Sciences
3900 Wisconsin Avenue
N.W., Washington, D.C. 20016

Entomological Society of America
4603 Calvert Road
College Park, Maryland 20740

American Society for Microbiology
1913 "I" Street
N.W., Washington, D.C. 20006

American Chemical Society
1155 - 16th Street
N.W., Washington, D.C. 20036

American Geological Institute
2201 M Street
N.W., Washington, D.C. 20036

Society of Exploration Geophysics
Box 3098
Tulsa, Oklahoma 74101

The American Meteorological Society
45 Beacon Street
Boston, Mass. 02108

American Society of Horicultural Science
615 Elm Street
St. Joseph, Mich. 49085

Manufacturing Chemists' Association, Inc.
1825 Connecticut Avenue, N.W.
Washington, D.C. 20009

American Institute of Physics
335 East 45th Street
New York, New York 10017

Interagency Board of U.S. Civil Service Examiners for Washington, D.C.
1900 E Street, N.W.
Washignton, D.C. 20415

Social Science Occupations - For more information write:

The American Anthropological Association
1703 New Hampshire Avenue, N.W.
Washington, D.C. 20009

Smithsonian Institute
Washington, D.C. 20560

American Economic Association
1313 21st Avenue South
Nashville, Tenn. 37212

The Foreign Service in the Seventies
U.S. Department of State, Publication 8535
Washington, D.C. 20520 Free

Association of American Geographers
1710 16th Street, N.W.
Washington, D.C. 20009

Social Work - For more information write:

National Association of Social Workers
1425 H Street
N.W., Washington, D.C. 20005

National Center for Church Vocations
1307 South Wabash Avenue
Chicago, Illinois 60605

Transportation - For more information write:

American Trucking Association
1616 P Street
N.W., Washington, D.C. 20036

The Association of American Railroads
Public Relations Department
1920 L Street
N.W., Washington, D.C. 20006

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FIELD TRIP SITES and GUEST SPEAKERS

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FIELD TRIP PROCEDURE

Children in the primary grades are eager to examine the outside world. They are curious at this age, and field trips present an opportunity for children to react to real-life situations. The importance of providing early career awareness cannot be over emphasized. The teacher should point out the workers they will encounter on field trips and the jobs they perform. This will be another method which will serve to assist the child to become more aware of the world of work. Pupils are given an opportunity to see, smell, touch, hear and taste. Talking about careers may be somewhat informative but much more will be learned in actual observation.

Prior to a trip, the children should understand that they are taking the trip because they are going to see things and do things that could not be done and seen in the classroom.

Some of the purposes of a field trip are as follows:

1. Having student develop an awareness of the many different workers in the community
   a. Home
   b. School
   c. Neighborhood
   d. Local or nearby town
2. Helping them observe working conditions
3. Helping them develop an awareness of the interdependence of workers

Certain preparation should be made before making a trip:

1. Consult principal to obtain permission for the trip
2. Teacher and/or committee of pupils make the trip first (if feasible)
   a. Get idea of time involved
   b. Find out who the people are
   c. Find out the problems to be met
   d. Find out what background information students should have

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3. Make plans for transportation
   a. What kind
   b. Who will provide it
   c. What will it cost

4. Obtain signed statements from parents allowing children to make trip

Teacher and students plan the trip together.

1. Generalizations should be given
   a. Stories
   b. Pictures
   c. Role playing
   d. Class discussion

2. Student committee should gather career information
   a. Kind of workers
   b. Working conditions
   c. Training of workers
   d. Duties of workers

3. Safety precautions should be discussed

4. Behavior as guest should be made clear

Post-trip questions should be asked by the teacher to reinforce the career aspects of the trip. The purpose of the trip will determine the questions asked.

1. What kind of workers did you see on the trip?

2. What do these workers do each day?

3. What are their working days?

4. What kind of training do these workers need?

The class will want to write thank you notes or letters to the individual, agency or business visited. Further reports and discussions may be planned by the teachers if there is interest on the part of the students.

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[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Allen-Ice Insurance Co.	4500 S. 63rd Kansas City, MO	Mr. John Irish	816-333-4500	Yes	20	12-1	No
Archies Florist Co.	315 S Park Oakdale, MO	Mr. Don King	525-4300	Yes	20	0-1	Yes
[redacted]	Warren, MO	Mr. Edwin F. Brady	128-5216	No	0	0	Possibly
Avis's Quality Fashion	1370 S. Trail Marshall, MO	Mr. Bob Avis	886-6750	Yes	20	1-0	No
B & B Market	1701 S. Eastwood Oakdale, MO	Mr. Jim Dick	525-4158	Yes	10	1-1	No
Bargain Foods	253 S. Marion St. Marshall, MO	Mr. Calvin Martin	886-2301	Yes	20	1-0	Possibly
Ben's Inn	1501 S. Lewis Oakdale, MO	Mr. Jack Smith	525-4585	No	0	0	Possibly
[redacted]	Warren, MO	Mr. Melvin Kline	128-5214	No	0	0	Possibly
Benton County S-1	Cole Camp, MO	Mr. Vergil Sylvester	668-4427	No	0	0	Possibly
Benton County S-II	Warren, MO	Dr. John Nelson	128-[illegible]	No	0	0-1	Yes
Bolling Grocery	Cole Camp, MO	Mr. D. D. Bolling	0	No	0	0	Possibly
Boonslick Regional Library	Sixth & Lewton Oakdale, MO	Mr. T. Curley	525-6140	Yes	20	0-0	Possibly
Borchers & Holsworth	Cole Camp, MO	Mr. Orrin Borchers	668-4213	No	0	0	Possibly

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[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]